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ABSTRACT

This document is a presentation by the Department of Educational and Psychological Research of the School of Education, Malmo, Sweden, of information concerning Department's organization, research program, and reporting system. Brief summaries of current research projects are included, divided into four sections: (1) subject-matter oriented research, aimed at increasing the knowledge base concerning specific teaching methods within subject areas and at developing and testing study material systems; (2) instructor-oriented or personnel-oriented research, concerned with the development of methods for job analysis and the determination of training needs, as well as provision of a basis for programs for the training of staff as school leaders and teacher trainers; (3) student-oriented research--social development, student attitudes toward democracy in school and society, student creativity, and handicapped students; and (4) environment-oriented and organization-oriented research. Summaries of eighteen projects are given, and information for obtaining more detailed project specifications is offered. (ME)

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DEPARTMENT OF EDUCATIONAL AND PSYCHOLOGICAL RESEARCH, MALMÖ: SOME NOTES ON CURRENT ACTIVITIES

Åke Bjerstedt

Bjerstedt, Å. Department of Educational and Psychological Research, Malmö: Some notes on current activities. Educational and Psychological Interactions (Malmö, Sweden: School of Education), No. 57, 1976.

The Department of Educational and Psychological Research at the Malmö School of Education was started in 1962. Its main activities are research and development work related to educational problems, researcher training in education, and participation in teacher training. The survey provides updated information about the Department's organization, research program and reporting system. Brief summaries of current research projects are included.

Keywords: Educational research, Sweden; documentation; organization of research.

ORGANIZATION AND PERSONNEL

The second Swedish school of education was placed in Malmö, and the Department of Educational and Psychological Research there started work in 1962. The main tasks of the department are research and development work associated with educational problems, participation in teacher training, and the training of researchers in education.

As in the majority of parallel departments, there is only a small long-term organization for research (in addition to a professor and an associate professor, there is a research co-ordinator with predominantly administrative duties and 3,000 hours per year allotted for the employment of research assistants). The number of project researchers (project leaders, experts, assistants) employed on a short-term basis normally constitutes a much larger group (about thirty persons at present). Thus the research is mainly conducted in the form of projects, financed by the Swedish Board of Education among others. For a number of years most of the projects of the department have been grouped in four informal "sections": subject-matter oriented research, instructor-oriented research, student-oriented research, and environment-oriented research (cf. below).

The scientific tutors (researchers with a minimum qualification of 'docent') are Bernhard Bierschenk, Åke Bjerstedt, Kurt Gestrelius, Pekka Idman, Bernt Larsson, Ebbe Lindell, Horst Löfgren, and Olof Magne. Åke Bjerstedt is professor and prefect; Ebbe Lindell is associate professor; Bengt Nilsson is research coordinator.

The teaching in education covers (1) the training of student teachers taking various courses, (2) school-oriented courses in education as part of the basic university education, and (3) researcher training. The last two points involve cooperation with the University of Lund, partly within the framework of an inter-departmental board. Bror Ängquist is the director of studies in the department.

The department expanded rapidly during the latter part of the sixties and has had between 90 and 120 employees in recent years. Most of the department members have now their offices in the main buildings of the Malmö School of Education (Munkhättegatan 3; Buildings U, V and X). Some of the research projects are located in a separate building ("Gripen Annexe"; Ystadvägen 17).

RESEARCH PROGRAM

Lists of recently completed and current major projects are given in Boxes 1 and 2, grouped in the "sections" mentioned earlier. Fore more detailed information about the projects, the reader is referred to separate reports (e.g. Bjerstedt, 1973 a, b, 1974 a, b) or to the contact persons for each project (see Box 2). Here are given only a few illustrative notes, supplemented with a number of short descriptions in an Appendix.

The projects in the first section - subject-matter oriented research - aim at contributing to our knowledge of the suitability of different teaching methods within specific subject areas and at systematically developing and testing study material systems. The IMU project (I:1 in Box 1) was one of the earlier and more extensive projects. Its purpose was to construct a comprehensive self-instructing study material in mathematics, to study how it functions and the reactions to it, and to try out suitable ways of organizing the teaching when using a study material system with far-reaching individualization (by means of studies of e.g. large classes versus normal classes, teaching with traditional one-teacher systems versus teacher teams or teacher + teacher's assistant).

The UMT project (I:2 in Box 1) aimed at investigating prerequisites and different methodological approaches for the teaching of German to students in the Swedish comprehensive school. In the context of these investigations and by means of successive trials and revisions a study material was constructed for teaching German to beginners. Analyses of prerequisites (studies of different prerequisites in e.g. the students and the target language), analyses of processes (studies of methods used in teaching) and analyses of products (the testing of different teaching effects) provided a large amount of basic knowledge that was utilized successively in the production of study materials.

Other examples of material-oriented projects are an occupational training project, which has among other things made a study of the psychological aspects of patient care (I:4 in Box 2); and a project focussed on the teaching of Swedish, in which a study has been made of different methods for stimulating the students' free writing (I:5 in Box 2).

The second section includes some projects concentrating on job analyses and job training: instructor-oriented or personnel-oriented research. Thus in the B project (II:2 in Box 1) work has been done (1) on the development of methods for job analysis and the determination of training needs, and (2) on providing a basis for programs for the training of some central positions in the school sector, primarily school leaders and teacher trainers.

Box 1. Examples of recently completed projects

(For each project the names of contacts are given and examples of references.)

I:1 Individualized mathematics teaching (IMU)
(Inger Larsson, Bernt Larsson)
Examples of references:
Larsson, I. (Ed.) Individualiserad matematikundervisning: En bok om IMU-projektet. (Pedagogisk orientering och debatt. No. 43.) Malmö: Hermods. 1973.
Larsson, I. Individualized mathematics teaching: Results from the IMU project in Sweden. (Studia psychologica et paedagogica, No. 21.) Lund: Gleerup. 1973.

I:2 Methods for the teaching of German (UMT)
(Horst Löfgren, Ebbe Lindell)
Examples of references:
Lindell: E. Mål i språk. (Pedagogisk orientering och debatt. No. 41.) Lund: Gleerup, 1972.
Löfgren, H. The measurement of language proficiency. (Studia psychologica et paedagogica, No. 17.) Lund: Gleerup, 1972.
Löfgren, H. Teaching methods and teaching materials in German: A survey of the UMT project. Pedagogisk dokumentation, No. 32, 1974.

I:3 Effects of mathematics teaching
(Ingrid Holmberg, Olof Magne)
Example of references:
Holmberg, I. Effects of some trials to improve mathematics teaching. (Studia psychologica et paedagogica, No. 26.) Lund: Gleerup, 1975.

II:1 Closed-circuit television in teacher training
(Bertil Gran, Bernhard Bierschenk)
Examples of references:
Bierschenk, B. Självkonfrontation via intern television i lärarutbildningen. (Studia psychologica et paedagogica, No. 18.) Lund: Gleerup, 1972.
Bierschenk, B. Self-confrontation in teacher training. Didakometry, No. 50, 1975.
Gran, Bertil. ITV-Malmö: En översikt. Pedagogisk-psykologiska problem, No. 221, 1973.

II:2 Job training in the school sector (B)
(Kurt Gestrelius)
Examples of references:
Gestrelius, K. Job analysis and determination of training needs: Examples of methods applied to teacher trainers. (Studia psychologica et paedagogica, No. 19.) Lund: Gleerup, 1972.
Gestrelius, K. Utbildningsplanering. (Pedagogisk orientering och debatt. No. 30.) Lund: Uniskol, 1970.

II:3 Job analyses in labor market training
(Lennart Fredriksson)
Example of references:
Fredriksson, L. The use of self-observation and questionnaires in job analysis for the planning of training. (Studia psychologica et paedagogica, No. 22.) Lund: Gleerup, 1974.

II:4 "Lifelong learning": Swedish part of a UNESCO project
(Lennart Fredriksson, Kurt Gestrelius)
Example of references:
Fredriksson, L. & Gestrelius, K. Lifelong learning in Swedish curricula. Didakometry, No. 48, 1975.

Box 1. (cont.)

III:1 Social development and training in the basic school
(Åke Bjerstedt et al.)
Examples of references:
Bjerstedt, Å. Social development and training in school. (Studia psychologica et paedagogica. No. 24.) Lund: Gleerup, 1974.
Bjerstedt, Å. (Ed.) Social utveckling och fostran i grundskolan. (Utbildningsforskning, No. 13.) Stockholm: Utbildningsförlaget, 1974.
Jernryd, E. Optimal auktoritets- och propagandaresistens. (Studia psychologica et paedagogica, No. 31.) Lund: Gleerup, 1976.

III:2 Creativity in school
(Göran Hansson, Åke Bjerstedt)
Examples of references:
Hansson, G. Att befrämja kreativitet i skolan. Pedagogisk-psykologiska problem, No. 243, 1974.
K-projektet (LHM). Övningsmaterial i svenska, matematik, orienteringsämnen. Pedagogiska hjälpmedel. Nos. 1-7, 1971.

III:3 Student democracy at different educational levels
(Åke Bjerstedt et al.)
Examples of references:
Bjerstedt, Å. (Ed.) Studerandedemokrati - medplanering på olika utbildningsstadier. (Utbildningsforskning, No. 10.) Stockholm: Utbildningsförlaget, 1974.
Idman, P. Equality and democracy: Studies of teacher training. (Studia psychologica et paedagogica, No. 23.) Lund: Gleerup, 1974.

III:4 Studies of deaf students
(Kerstin Norden)
Example of references:
Norden, K. Psychological studies of deaf adolescents. (Studia psychologica et paedagogica, No. 29.) Lund: Gleerup, 1975.

In connection with this, several studies have been started focussing on other problems concerning adult education and on the school's opportunities for preparing the students for lifelong learning (e.g., II:3-4 in Box 1; II:7-8 in Box 2).

Another project within this group has been at work with different ways of using closed-circuit television in teacher training (II:1 in Box 1). For example, the project has been greatly interested in self-confrontation via closed-circuit television and micro-teaching.

The PIL project - pedagogics in teacher training - has aimed at providing a foundation for planning the training of class teachers and subject teachers by means of e.g. job analyses, inventories of study materials and experimentation (II:5 in Box 2).

Box 2. Examples of current projects.

(The names of contacts are given for each project.)

I:4 Occupational training problems: Care of patients
(Lars Sjödahl, Bernt Larsson)

I:5 Free writing in the comprehensive school
(Ann Martinsson, Ebbe Lindell)

I:6 The training of writing in the upper secondary school
(Åke Pettersson, Ebbe Lindell)

I:7 Educational planning in the vocational lines of the upper secondary school
(Lars Sjödahl, Bernt Larsson)

I:8 Methods of mathematics teaching (p)
(Olof Magne et al.)

II:5 Education in teacher training (PIL)
(Bertil Gran, Christer Fritzell)

II:6 Perception and evaluation in self-confrontation
(Bernhard Bierschenk)

II:7 Adult education as a field of knowledge and application
(Kurt Gestrelius)

II:8 Different organizational forms for municipal adult education
(Kurt Gestrelius, Lennart Fredriksson)

II:9 Teachers and the slow learners in the upper secondary school
(Bertil Zachrisson, Bernt Larsson)

III:5 Consumer education in school
(Pekka Idman)

III:6 Goals for university education
(Pekka Idman)

III:7 Development of attitudes towards equality
(Åke Bjerstedt et al.)

III:8 Sex roles in the day nursery
(M.-L. Annerblom)

III:9 Preparedness for the future as an educational objective (p)
(Åke Bjerstedt)

IV:1 Varying group size and team teaching
(Göte Rudvall, Olof Magne)

IV:2 System analyses of local school environments
(Göte Rudvall, Olof Magne)

IV:3 Preschool - primary school in cooperation (FÖL)
(Birgitta Gran)

IV:4 Educational development work in the Malmö region: School environment
(Bertil Gran, Olle Engquist)

V:1 Search strategies in education (SÖK)
(Bernhard Bierschenk)

V:2 The language of education and educational research (p)
(Åke Bjerstedt, Bernhard Bierschenk)

Note: Three project titles (I:8, III:9, V:2) are followed by the letter "p", which means that they are still in a planning stage.

The third section - student-oriented research - encompasses several projects concerning the goals of the school that do not refer to specific subjects. In the completed project "Social development and training" (III:1 in Box 1) a study was made of three aspects of social development: "cooperation", "resistance to non-objective influence", and "world citizen responsibility". The project developed and tested various measuring methods within these sectors, made a number of mapping studies of age-related development in the basic school, and studied the outcome of some experiments that aimed at asserting a positive influence on the students' attitudes and behavioral tendencies.

Other projects within this group have studied students' attitudes towards democracy in school and society and the students' creativity (III:2-3 in Box 1). One project concerns the school's opportunities for promoting in the students greater awareness of their individual and global roles as consumers; another project is occupied with the development of attitudes towards equality (III:5, 7 in Box 2). While the greater part of these studies involve normal students in the basic school, the section has also included studies of higher age groups (university education; III:6 in Box 2) and studies of groups with special handicaps (the deaf; III:4 in Box 1).

Finally within the fourth section - environment-oriented and organization-oriented research - studies are being made of the possibilities of using varying group size and team teaching to increase the opportunities for realizing the school's goal of combining individualized teaching with social training (IV:1). This group also contains a project on possible effects of various types of immediate school environments (e.g. open-plan schools) (IV:4).

Another project is attempting to develop new forms for the cooperation between preschool and primary school and to provide a basis for the development of an ungraded school level comprising both preschool and primary school (the FÖL project; IV:3).

A few projects, dealing with "research on research", fall outside the four major research sections outlined above. One of these concerns the initiation and documentation of research (the SÖK project; V:1 in Box 2); another - still in a planning stage - deals with the language of education and educational research (V:2).

In some of the projects (especially in the fourth section), the department works in close cooperation with the experimentation conducted within

the municipality of Malmö. Close contact is naturally also maintained with the activities of the local experimental and demonstration schools. The cooperation between research and freer experimentation has been felt to be stimulating and productive, and the department has allocated special personnel to this end.

For further information on the current projects, see the Appendix.

REPORTING

The department has tried to develop a differentiated system of reports and publications directed at different target groups. During recent years we have issued thirteen series containing information and debate on educational and psychological questions. Five of these are in print: two series of books, two small journals, one reprint series. Eight contain chiefly stencilled or offset reports: one main series in Swedish, two series in English, one in German and four series for special materials (one for bibliographic information, one for tests and test information, one for experimental editions of teaching materials, one for compendiums). The names and character of the various series are presented in Box 3. The series in book form are normally distributed by the bookseller's, the other series by the department. Editor: Å. Bjerstedt. Distribution contact: B. Bergström.

REFERENCES

More detailed information about the activities of the department can be obtained from the following:

Bjerstedt, Å. (Ed.) Student-oriented research: Some current projects at the Malmö School of Education. Educational and Psychological Interactions, No. 45, 1973. (a)

Bjerstedt, Å. (Ed.) Subject-matter oriented research: Some current projects at the Malmö School of Education. Didakometry, No. 39, 1973. (b)

Bjerstedt, Å. (Ed.) Environment-oriented and organization-oriented research: Some current projects at the Malmö School of Education. Educational and Psychological Interactions, No. 50, 1974. (a)

Bjerstedt, Å. (Ed.) Teacher-oriented research: Some current projects at the Malmö School of Education. Didakometry, No. 46, 1974. (b)

List of publications (1964-1975). Malmö: School of Education, 1975.

Malmö educational reports 1969-1974: Mini-notes from Malmö School of Education. Reprint Series, Nos. 85, 110, 117, 124, 172 and 184.

Box 3. Thirteen series of reports and publications

Primary target group	Title of series, initial year	Contents	Form	No. of reports etc. (April 1976)
International audience: researchers	"Didakometry", 1964	Reports concerning educational technology and evaluation	A4 reports in stencil/offset ("red series")	50
	"Educational and psychological interactions", 1964	Reports with psychological-sociological orientation	A4 reports in stencil/offset ("green series")	57
	"Didakometrie und Soziometrie", 1967	German-language research surveys	A4 reports in stencil/offset ("blue series")	15
	"Didakometry and sociometry", 1969	Research reports, research discussion in the form of articles	Journal-type issues	14
	"Studia psychologica et paedagogica" (in cooperation with Lund university)	Research monographs, research surveys	Book form	(14)[1]
Nordic audience: researchers	"Testkonstruktion och testdata", 1967	Test manuals, test data	A4 reports in stencil/offset ("brown series")	29
Nordic audience: researchers, teacher trainers	"Pedagogisk-psykologiska problem", 1964	Research reports within different areas	A4 reports in stencil/offset ("yellow series")	291
	"Pedagogisk documentation", 1971	Bibliographical information, abstracts etc.	A4 reports in stencil/offset ("orange series")	39
Nordic audience: teachers, student teachers, teacher trainers	"Pedagogisk orientering och debatt", 1963	Summarized information, debates, textbooks	Book form	49
	"Utbildning och utveckling", 1969	Research summaries and debates in the form of articles	Journal-type issues	14
	"Pedagogiska hjälpmedel", 1971	Experimental versions of study materials used in R&D work	A4 reports in stencil/offset ("violet series")	21
Varying audience:	Reprint Series, 1965	Offprints of articles usually in Swedish and English	Offprints	193
	Compendium Series, 1966	Compendiums on varying areas	A4 reports in stencil/offset ("white series")	15

[1] Refers to the monographs from the Malmö department since 1972.

APPENDIX

EXAMPLES OF CURRENT PROJECTS:

BRIEF DESCRIPTIONS

Section I: Subject-matter oriented projects
Section II: Instructor-oriented projects
Section III: Student-oriented projects
Section IV: Environment and organization oriented projects

In most cases is stated (1) the name of the project; (2) the project leader (or other contact); (3) brief description of aims and general plan; (4) a few references to reports etc. from the project. - Most of the project descriptions have been provided by the project leaders in a Swedish version and have only been slightly edited or condensed for this English text.

SECTION I

I:4

Occupational training problems: Care of patients

(Lars Sjödahl)

A brief description of the organization and goal of the project is given in the following working plan:

(1) Limited job analysis of the duties of a nurse. A total of 172 nurses at the medical and surgical departments have been interviewed by the critical incident method. From these interviews there have been compiled a number of examples of situations which pinpoint the need of taking into consideration the psychological aspects of nursing. The result of this job analysis should make possible a more specific formulation of some goal descriptions in the curriculum which at present are rather vague. The episodes described by the job analysis could be used in the construction of teaching material.

(2) Construction and standardization of attitude tests to measure "patient centeredness". Data collected make it possible to set up norms for a series of attitude scales on three different occasions during the training - at the end of terms 1, 3 and 5. Access to standardized attitude tests makes possible the study of the way in which attitudes to patients and to nursing develop and change during the training period or during work in the profession.

(3) Content analysis of the curriculum for basic training in nursing. A content analysis of the curriculum has been made, whereby two analysts working independently and following written instructions have read through the whole curriculum and made a note of all expressions or ideas which deal with:

- o psychological needs or psychological reactions of patients
- o social interaction in nursing situations
- o a total view of the patient's way of life (including family relationships, social background, etc.)

(4) Construction of teaching aids which deal with the psychological aspects of nursing.

References:

Sjödahl, L. Att vårda människor. /The care of human beings./ Stockholm: Natur och Kultur, 1974.

Sjödahl, L. Attityd- och personlighetsförändringar under sjuksköterskeutbildningen. /Changes in attitudes and personality during nursing training./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 275, 1975.

I:5

Free writing in the comprehensive school

(Ann Martinsson)

The main objectives of the project can be said to fall under three headings:

- o Quality of language and linguistic development
- o Stimulation before a written test
- o Social differences in writing ability

The timetable for the collection of data has been the following:

Gr. 4	autumn 70	free writing, "At the museum"
	spring 71	intelligence test, language test, questionnaire on attitudes towards activities in writing
Gr. 5	autumn 71	experiments related to the value of different types of stimulus
	spring 72	experiments related to comparisons between child and adult language, questionnaires on interests and preferences
Gr. 6	autumn 72	creativity test
	spring 73	experiments concerning the effects of different instructions free writing, "At the camping site".

In studying the quality of language and linguistic development, investigations are made to determine the objective standards which can be set for a written product and how these standards can be validated. Among the criteria used in validating are age development, grades in written composition and verbal tests.

Measures for stimulation before a written test are studied through questionnaire surveys and through experimental studies in school situations. The three experiments have focussed on different degrees of control through stimuli and on objective vs. emotional treatment. Creative or conventional

instruction and different degrees of nearness to reality have also been studied.

A study of the social differences was made possible by the choice of pupils from three different school districts in Malmö, representing upper, middle and lower class groups according to a social group ratio. Homes of the pupils were also classified according to social group.

The features found to be related to general quality, are foremost productivity (measured by the number of words and extent of vocabulary), the frequency of occurrence of parts of speech such as adjectives and verbs (but not auxiliary verbs) and adverbial and adjectival phrases. It is interesting to note that length of sentences, determined without reference to their punctuation, is a positive feature, while sentence length according to students' own punctuation is a negative feature. It was found that the girls show a higher degree of the "qualitative features" than the boys, and also that pupils from social group I have more of the "qualitative features", such as productivity and adverbial and adjectival phrases, than pupils from social group III.

References:

FRIS-gruppen. FRIS' "måttband": Test använda inom projektet "Fri skrivning på grundskolans mellanstadium". /Tests used in the project "Free writing in the comprehensive school" (FRIS)./ Testkonstruktion och testdata (Malmö: School of Education), No. 27, 1974.

Lindell, E. Vad menas med bra språk? /What is good language?/ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 251, 1974.

I:6

The training of writing in the upper secondary school

(Åke Pettersson)

During the 1974/75 school year, two types of writing training were tried: the first an ambitious program for training special styles of writting (control program) and the other, a program designed to develop the general ability to make the language more informative, expressive and complex (research program). The first program represents the method of training in writing which is now used dominantly. The latter program represents an alternative method which utilizes directly the main result of a project on "Writing-syntax".

The test has meant that seven teachers followed the two methods in each of their classes in the upper secondary school. The effect was measured by a comparison between two compositions on an optional subject, the one written before, the other after the training in writing. A sample of composi-

tions was graded by three independent judges, and a comparison of the language in the compositions was made by means of a computer investigation.

References:

Pettersson, Å. et al. Skrivträning i gymnasieskolan. /The training of writing in the upper secondary school./ Information om skolforskning (Stockholm: National Board of Education), 1976:1.

Skrivträning i gymnasieskolan (LHM). Genom språket till innehållet: Ett preliminärt skrivträningsprogram för åk 1[3] i gymnasieskolan. /Approaching the content through the language: A preliminary program for training the art of writing in the first year of the upper secondary school./ Pedagogiska hjälpmedel (Malmö: School of Education), No. 21, 1976.

I:7

Educational planning in the vocational lines of the upper secondary school

(Lars Sjödahl)

The project will, during the first year, work chiefly with descriptions of job requirements and goal analyses. Since detailed knowledge of the demands of the different vocations on those who practice them is a prerequisite for specification of educational objectives, planning the actual training process and construction of relevant instruments of evaluation, it is imperative that practical methods for describing job demands be developed. We hope that the results obtained can be used as a basis for planning and making decisions with regard to the following:

1. in formulating objectives and revising curricula
2. in the choice of suitable educational material
3. in the production of textbooks and teaching aids
4. in the formulation and choice of suitable working methods
5. in the construction of measuring instruments.

The project is so far limiting its efforts to the 2-year forestry line in the upper secondary school. At this time interviews are being held with division heads of 15 regional forestry boards. The purpose of these taped interviews is to list major tasks performed. With the interview results as a basis, a number of questionnaires will be drawn up to evaluate working tasks in a series of aspects relevant to vocational training. As possible judging groups can be mentioned:

- o teachers in the upper secondary school forestry courses
- o supervisors in the regional forestry boards
- o supervisors in wood-processing companies
- o supervisors in the association of forest owners.

References:

Davidsson, B. Metodstudie i samband med en lärarenkät inom UGYL-projektet. /A methodological study related to questionnaires to teachers in the UGYL project./ Tidskrift för yrkesutbildning, 1975, 56(2), 38-42.

Sjödahl, L. Evaluation of training. Didakometry, No. 47, 1975.

Sjödahl, L. Metodfrågor i samband med befattningsbeskrivning och målsökning. /Methodological problems related to job descriptions and goal seeking./ Tidskrift för yrkesutbildning, 1975, 56(6), 32-43.

SECTION II

II:5

Education in teacher training (PIL)

(Bertil Gran, Christer Fritzell)

The PIL project (Education in teacher training) is a research and development project that aims at providing a basis for planning the training of class and subject teachers.

The project has had different part-goals. The most extensive work has involved a job analysis of the teaching profession. The intention has been to map the demands and expectations with which the teacher is met today and which can be expected to turn up in the near future. This has been done by means of analyses of curricula, interview studies and critical-incident studies. A comprehensive questionnaire sent to school leaders, consultants and teacher trainers has provided the foundation for a structural description of the teaching profession. The project has also carried out a study material analysis, with the emphasis on education and general methodology. A third area of work has been of a developmental nature. In cooperation with other schools of education, experimentation has been conducted with partly new forms of activity within teacher training, primarily in pedagogics but also in questions concerning cooperation between different subjects. In connection with the project, several special studies have been carried out - one has concerned the need for further training for teachers in grades 1-3, another has treated the effect of the practice term on class-teacher training. A summary report on the teacher's roles and functions is in preparation.

References:

Angel, B. Praktikterminen i lågstadielärarutbildningen. /The teaching practice term in the training of junior level teachers: A study of personality and attitude changes during the training period./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 257, 1974.

Fritzell, C. The teacher's occupational functions. Reprint Series, No. 177, 1974.

Marklund, S. & Gran, Bertil. Research and innovation in Swedish teacher training. Educational and Psychological Interactions, No. 53, 1975.

II:6

Perception and evaluation in self-confrontation

(Bernhard Bierschenk)

Among the essential objectives of the modern school are to develop human personality, real self-knowledge, tolerance and insight into intra- and interpersonal relationships. If the teacher is to master the problems which arise in his work, he must be able to see himself in interaction with his pupils and to understand such components in this process which are important for the educational products. How the teacher sees himself and his behavior in teaching situations has been studied with the help of a comprehensive self-confrontation experiment (cf project II:1, Box 1).

Various analyses of the perception and evaluation of the teaching process by student teachers and educational experts have enabled us to demonstrate that in a certain sense perception is common for both groups, but that there are differences in evaluation. Repeated playbacks of one and the same lesson on three different occasions did little to help the student teachers recognize themselves on the TV-monitor. It was only after five playbacks that they experienced their own behavior as what they had expected. In order to achieve self-analysis, diagnosis and synthesis, therefore, one must have time to become acquainted with one's own image. Behavior which has become routine or automatic must first be de-automatized before it can be altered.

An investigation of the importance of personality for the student teacher's perception and evaluation of his own video-taped behavior under different experimental conditions has been a major task for the present project. Among other things it was found that the perception of the student teachers can best be predicted with the help of personality variables which define an extroversion syndrome, social plasticity and child-centeredness.

As a follow-up to the experiences from the self-confrontation studies, new experiments using videotaped school situations as an instrument for process analyses and behavioral training of teacher students have been started (Bierschenk, 1975 b).

References:

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II:7

Adult education as a field of knowledge and application

(Kurt Gestrelius)

The main goals of the project are (1) to survey the key positions in adult education and describe their characteristic tasks; (2) to develop a body of information which can be used for planning the training of teachers in adult education; (3) to develop further methods for educational planning; and (4) to try out forms of organization for a continual exchange of information between the various sectors of adult education and a research group.

Over a period of three years, research has been carried on through regular meetings with representatives for six different fields in adult education: labor market training, county high schools, management training, military training, community adult education and educational associations.

An inventory of the problems of teachers in adult education was made in homogeneous and heterogenous groups, six groups with six participants in each group. In the homogeneous groups were all members from the same sector in adult education, while the heterogeneous groups consisted of a representative from each sector. In cataloguing the problems, the groups functioned as "interlearning" groups.

The material from the groups has been classified according to a category system using "lifelong learning" as a central educational concept. In the report referred to below problem profiles of the six adult education sectors are presented, and a comparison is made between the problems of the different sectors.

The project is supported by the Bank of Sweden Tercentenary Fund.

Reference:

Gestrelius, K. Vuxenutbildares arbetsuppgifter. /Working problems of teachers and administrators in adult education./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 285, 1976.

II:8

Different organizational forms for municipal adult education

(Lennart Fredriksson)

Main aim:

To achieve more flexible organizational forms in municipal adult education in order to satisfy more fully the wishes of the students in regard to study content, study pace, and localization of teaching.

General plan:

Different organizational forms which should be tried out:

Full-time studies with concentrated schedule.

Leisure time studies consisting chiefly of self-instruction supplemented with teaching aids of the correspondence school type. (These would be spaced over a longer time period than is usual in municipal adult education, with only occasional meetings of students in groups for direct instruction.)

Combinations of the concentrated full-time studies and distance teaching for stimulation and support of the students.

Successive admittance.

Grouping in very small units within the same subject but with different course levels.

Studies of the effects of different organizational forms on:

Recruiting of students; consumption of teaching hours; possibilities for satisfying student wishes as regards content and rate of study; possibilities for handicapped persons to participate in municipal adult education; cooperation with special educational associations, county high schools, and labor market training.

II:9

Teachers and the slow learners in the upper secondary school

(Bertil Zachrisson)

The purpose of the project is to study the teaching problems connected with the integration of slow learners into normal classes in the area of vocational training at the upper secondary school. The final outcome is expected to include a description of the main problems in classes where slow learners are integrated and furthermore give a basis for recommendations concerning new methodological approaches for this teaching as well as for the contents of the vocational teacher training.

So far the following steps have been carried out:

1) Interviews with persons involved in the teaching of vocational training, where slow learners are integrated, concerning the problems related to this teaching.

2) Questionnaires to vocational teachers in Malmö, Göteborg and Stockholm on special teaching problems.

3) Rating by the vocational teachers on a 5-point scale of the students' adjustment to the education.

4) A reading test given to the students (total 576 students).

The data collected have led to conclusions concerning (a) the range of problems involved; and (b) the range of slow learners involved.

The next step concerns a follow-up of the slow learners during a two-term period focusing on (a) the students' adjustment to the training; and (b) special measures from the teachers related to this adjustment.

SECTION III

III:5

Consumer education in schools

(Pekka Idman)

As commissioned by the Nordic consumer and school authorities, a project was begun at the School of Education in Malmö in 1972 with the purpose of (1) investigating the possibilities for a type of instruction which would create consumer awareness in grades 4, 5 and 6 (in Denmark, Finland, Norway and Sweden)

(2) constructing prototypes of teaching aids to be used in this consumer education and testing them in the grades mentioned in the Nordic countries. The long-range aim of the project was, with the aid of thoroughly tested and revised models for teaching materials, to make recommendations for a consumer education adapted to age groups and subjects, with emphasis on promoting the development of the pupils in the direction of independent thinking and critical evaluation as consumers with increased opportunities for influencing and planning.

Work related to the main objective (1) was carried out during 1972/73 and consisted of analysis of (a) goals for consumers, (b) curricula, (c) opinions of teachers, pupils, and parents. These analyses led to the determination and description of overall goals for consumer education in the school.

Using as a basis the goals which had been formulated, nine study packages were developed, three for each of the grades 4, 5 and 6. These teaching aids consist of guides for teachers with lesson planning, exercise books for pupils and AV-material. The teaching material does not treat exhaustively all instructional objectives, but gives only examples of how these objectives can be given substance in teaching the grades in question. The study

packages have the following titles:

Grade 4: (1) What do we actually need?
(2) What is influence?
(3) Our natural resources

Grade 5: (4) Am I being influenced?
(5) Is packaging necessary?
(6) What is a good bargain?

Grade 6: (7) How are we influenced by advertising?
(8) Can we get along without automobiles?
(9) Why do we dress the way we do?

The teaching materials were tested in the spring of 1975 in the Nordic countries. Ten classes in each school grade and country were taught at that time with the three sets of material for each grade. Five classes in each country and grade served as controls and did not receive the instruction, but took a battery of tests.

The focal point in the evaluation was how the teachers felt about the instruction, their attitudes to it and how they experienced the teaching material. On the basis of the test results and the judgments of different reference groups, the teaching material was revised.

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Konsumentprojektet (LHM). Konsumentundervisning i skolan: Konstruktion av nio studiematerial för åk 4, 5 och 6 i Danmark, Finland, Norge och Sverige. /The consumer project (MSE). Consumer education in schools: Construction of nine study materials for grades 4, 5 and 6 in Denmark, Finland, Norway and Sweden./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 268, 1974.

Konsumentprojektet (LHM). Konsumentundervisning i skolan: Tre studiematerial för åk 4 (5, 6). /The consumer project (MSE). Consumer education in schools: Three study materials for grade 4 (5, 6)./ Pedagogiska hjälpmedel (Malmö: School of Education), Nos. 15, 16, 17, 1975. Rev. ed.

III:6

Goals for university education

(Pekka Idman)

Three goal areas can be differentiated for university training: specific vocational training goals, specific subject goals for research training and non-subject-specific goals. The balance between the first two provides plenty of material for discussion, but from the point of view of the present project it is the third area that is the most interesting. How important is this goal area felt to be? What does it contain in detail? How realistic are

the desired objectives in this area? Which of the different goal tasks in this extensive field of objectives should be given priority? In what respects is the present organization of university education felt to promote or inhibit what is thought to be desirable here?

Three sub-studies are included: (1) Debate analyses as goal-seeking instruments. (2) Goal opinions among teachers and students at Lund University. (3) Goal opinions among teachers and students at universities throughout the country. - The first study consists of an analysis of the goal debate in leading articles and cultural articles in a selection of Swedish daily newspapers and in the student press. The second study consists of an interview study and the third of a questionnaire study.

References:

Idman, P. Debattanalyser som målsökningsinstrument. /Debate analyses as goal-seeking instruments./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 235, 1974.

Idman, P. Equality and democracy as educational goals. Reprint Series, No. 160, 1974.

III:7

Development of attitudes towards equality

(Åke Bjerstedt et al.)

The question of equality occupies a central position in Swedish social and educational policies, but the problems involved are complicated and many-sided. Earlier studies carried out at the department (in the project "Social training and development in the comprehensive school") have shown that at present the school does not manage to a sufficient degree to counteract influences that encourage prejudice. We find, for example, marked sex-role stereotypes and a tendency for attitudes towards immigrant and other minority groups to become more negative during the years in the comprehensive school. Thus it is important for both school and society to successively augment our knowledge of the dynamics of related developmental and social psychology, of how attitudes towards that which is different and foreign develop, and of the possibilities of preventing a less desirable development by means of education.

The aims of the present project are the following: (1) to make an inventory of earlier research that is potentially relevant to our theme; (2) to construct and test methods for studying attitudes towards equality and solidarity in areas of importance for the Swedish school; (3) to map with the help of these methods certain aspects of the actual development; and (4) to explore some different possibilities for actively developing more desirable

attitudes and behaviors ("increased equality").

We are particularly interested in two sectors: (a) Attitudes towards "deviants" within the classroom (this includes the question of sex roles) and (b) attitudes towards and opinions about all that is classified as foreign (certain aspects of questions concerning internationalization would be taken up here).

We have made some preliminary investigations in the field of the project: Explorations of tests, methods of instruction and the perception of problems among teachers in junior schools.

At present we are working on reports from exploratory studies in seven classes. With the aid of the results from these first studies we will plan our main investigations.

III:8

Sex roles in the day nursery

(Marie-Louise Annerblom)

Aim: To describe sex roles in the day nursery from all possible points of view. To bring forth through discussion and collaboration with the personnel effective measures for eliminating the various forms of sex discrimination.

General plan: "Interactive research methodology" - interaction between the research leader, the children, and nursery personnel is used as a fundamental and deliberate strategy to investigate the specific problems and structures of the group.

Preliminary experiences indicate that sex role questions are difficult to distinguish from other types of problems in the day nursery. Because of the changes in the function and working methods of the preschool, there is at the present time some confusion as to what form the role of nursery school teacher should take, and this is also influenced by changes in the pattern of women's roles. Work with sex roles in children is difficult, therefore, because children are socialized and formed by female models, in this case the nursery school teachers, who find themselves in a situation full of conflicting expectations and ideals. - The project is funded by the National Social Welfare Board.

SECTION IV

IV:1

Varying group size and team teaching

(Göte Rudvall)

The main aim of the project is to investigate the possibility of using varying group sizes and team teaching to realize the school's objective of combining individualized teaching with social training.

The project is a combined research and development project. The developmental side has formed an essential part of the program for the educational development work of the Malmö region. The experiments carried out within the development part affect all school levels and have been underway for a good ten years. In 1969 a new curriculum for all compulsory schools in Sweden was introduced, which for the upper level (7-9) in some subjects recommended team teaching and suggested new ways of organizing the work. This contributed to the interest on the part of the National Board of Education to organize a research project for more thorough studies of this field of problems.

The research project was started in 1969 and has carried out a number of explorative studies, mainly in grades 7-9 of the comprehensive school but also in a couple of upper secondary schools. Since 1971 the emphasis has been on a comparative study of student development in grades 7-9 during three school years at eight schools with different organizational and school building models. Three schools that only to a small extent use team work and varying student groupings are being compared with three schools that are traditionally built but that have long experience of educational and organizational experiments. In addition, two open-plan schools are being studied as one extreme on a continuum from organizational stability to maximum flexibility. Through interviews, questionnaires and systematic observations the organization and school-work in the different schools have been explored. The development of the pupils in different respects has also been studied with a comprehensive battery of instruments.

In 1974 a state commission on the inner work of the school (Sw. SIA) recommended that team teaching and flexible grouping should play a more important part in all levels of the Swedish compulsory school. To illustrate problems related to these recommendations, the project has in cooperation with two other projects (IV:3, IV:4) published a report with preliminary results from the evaluation work. Three more detailed reports of the project are referred to below. Additional reports will be issued during 1976.

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Rudvall, G. Växlande gruppstorlek och lagundervisning (VGL): Bakgrund och problem. /Flexible grouping and team teaching (VGT): Background and problems./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 270, 1975.

Rudvall, G. m.fl. Växlande gruppstorlek och lagundervisning (VGL): Utformningen av en jämförande högstadieundersökning. /Flexible grouping and team teaching (VGT): The design of a comparative study of the upper level of the comprehensive school./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 272, 1975.

Rudvall, G. Högstadielärares attityder till undervisningens mål och organisation. /Attitudes of teachers in the upper level of the comprehensive school towards aims and organization of the teaching./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 289, 1976.

IV:2

System analyses of local school environments (SLS)

(Göte Rudvall, Olle Engquist)

This project has developed out of earlier research work in Malmö on open plan schools. It has been considered important to make a more detailed comparison between the situation at an open plan school with that at a traditionally built school. The focus of interest is here on the middle level of the compulsory school. The interaction process and problems connected with cooperation in the schools are specially studied. The activities are planned in close cooperation between those working in the schools and the researchers.

The aims of the project can be formulated in three main points:

1. To compare certain aspects of how the aims of the curriculum 1969 are fulfilled in two schools with different organization and building design in the Malmö region;
2. To analyze the activities of an open plan school thoroughly;
3. To develop in this connection measuring instruments for systematic studies of different school environments.

A project group, representing different categories in the schools, does the general planning. One representative of the teacher unions and one of the local school board also belong to this group. Smaller groups for planning and analyzing in the two schools prepare different experimental periods. The researchers take part in the work of all the different planning groups.

They also, in different ways, follow the experimentation work through participating observation, interviews and questionnaires. They make evaluation instruments which can be used by the staff.

Experimentation with different forms of cooperation between classes in the same year-groups and also between different year-groups have been included. Questionnaires are also developed to compare activities in the experiment schools with those in four other schools, two with open plan design and two traditionally built schools.

Parallel with the study of different activities of the schools the researchers are also exploring what is called the "meta process", the reaction on the part of the schools to the presence of the researchers.

IV:3

Preschool - primary school in cooperation

(Birgitta Gran)

The project is being carried on at the school of education in Malmö in collaboration with the social and school authorities in Burlöv and Malmö.

The project covers four areas:

(1) Development of types of activity and material, first to provide the school with a partially new content following the general outlines for the quantitative and qualitative expansion of the preschool which is now going on in Sweden, and also to provide a foundation for collaboration with the elementary grades. As a part of the project, a plan for activities for older preschool children (5-6 year-olds) has been worked out which covers social orientation to their environment, language development, dramatic creation, esthetic development, introduction to nature, development of concepts of mathematics etc. The proposals have been tested and revised on several occasions and have been put together in a book, directed at all who work with children of kindergarten age or just beginning school. The material has been formulated so that it can also provide a concrete foundation for collaboration between preschool and elementary grades in planning and for an exchange of information between the stages.

(2) Development of methods of collaboration between preschool and elementary grades for the purpose of contributing to continuity in the development of children of about school-starting age. This can imply collaboration only between teachers, that is, that kindergarten teachers and elementary grade teachers work together in different ways in order to become acquainted with each other's grades in respect to content and methods. Collaboration preschool - comprehensive school can, however, also involve

pupil collaboration. Within the frame of this collaboration can be found greater possibilities for allowing the pupils to participate in activities adapted to the children's level of maturity and development. Research activities were carried on through the school year 1974/75.

(3) Social psychological studies of children with special need for stimulation and help. The social-psychological questions are analyzed within the frame of the total evaluation. In addition, a special investigation is being carried on by Anita Wiechel.

(4) Development of methods for increased contact with the home and for parent education in connection with the transition from one stage to the other. Research activity was begun during the spring semester 1975.

References:

Gran, Birgitta (Red.) Växa i förskolan - uppslag för utveckling. /Grow in preschool - suggestions for development./ Stockholm: Utbildningsförlaget, 1974.

Gran, Birgitta (Red.) Samverkan förskola - lågstadium: Rapport från två konferenser. /Cooperation preschool - primary school: Report from two conferences./ Pedagogisk-psykologiska problem (Malmö: School of Education), No. 280, 1975.

IV:4

Educational development work in the Malmö region: School environment

(Bertil Gran, Olle Engquist)

For a long time the Malmö educational authorities have conducted lively experimentation, largely involving different forms of cooperation in the teaching and varying ways of grouping the students. This has placed new demands on school buildings, the design of school rooms and study equipment.

Since 1967, an organization for inter-community planning of the building of schools - SAMSKAP - has been in action in Malmö and some of the surrounding communities. This organization has made it possible to build in a short period of time a large number of schools with an open-plan design.

The research and development work on the open plan schools have been carried out in five steps.

Step 1 included a first exploration of problems met in one of the first open plan schools in Sweden.

Step 2 consisted of a systematic exploration of the work in eight open plan schools and of attitudes among teachers and pupils. A follow-up study was carried out one year later. This step also included a development of interdisciplinary evaluation methods.

Step 3 was characterized by analysis of the development work in the direction of a more flexible educational organization and a more open education. Step 4 has been the most extensive research within the project comprising a comparative study of the pupils' development in the cognitive as well as the social-emotional area in six open plan schools and six traditionally built schools in Malmö. Some reports from these studies are published and several are in preparation.

As a step 5 a new project (IV:2) was started, in order to analyze more closely the problems involved in making school activities more flexible in both open plan schools and traditionally built schools.

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SECTION V

V:1

Search strategies in education

(Bernhard Bierschenk)

An empirical study of the preparatory phase of the research process is being carried on in the project Search strategies in education. At the present time this project covers the three following areas: (1) perception and formulation of problems; (2) search for and spread of information; and (3) local information and documentation.

In the first area a study is made of views of the researcher on how a research project comes into being and how the initial phase of the research process is developed. This is done on the basis of rating scales and by means of an analysis of interview material. The result analyses completed so far are based on a theoretical model which, in turn, is founded on a theory of general systems. Moreover, a method is being developed for a

computer-based content analysis; and a psycho-linguistic model which is the basis for our Analysis of Concepts by Computer, named ANACONDA, has been presented.

In the second area, some aspects of the communication of scientific information are investigated.

In the third area, the object is to gain experience in setting up a local information and documentation (I&D) system. This activity involves improving our routines for actively establishing contact with other institutions. Also being studied is how departmental procedures for an improved dissemination of research information (report system, bibliographic aids, abstracts, etc.) can be developed so that a more effective communication can be achieved.

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Abstract card

Bjerstedt, Å. Department of Educational and Psychological Research, Malmö: Some notes on current activities. Educ. psychol. Interactions (Malmö, Sweden: School of Education), No. 57, 1976.

The Department of Educational and Psychological Research at the Malmö School of Education was started in 1962. Its main activities are research and development work related to educational problems, researcher training in education, and participation in teacher training. The survey provides updated information about the Department's organization, research program and reporting system. Brief summaries of current research projects are included.

Indexed:
1. Educational research and development, Sweden
2. Documentation
3. Research organization

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Reference card

Bjerstedt, Å. Department of Educational and Psychological Research, Malmö: Some notes on current activities. Educ. psychol. Interactions (Malmö, Sweden: School of Education), No. 57, 1976.

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